

## PROGRAM REVIEW CERTIFICATION

**Institution:** University of Maryland Eastern Shore

**Academic Unit:** School of the Arts and Professions  
English and Modern Languages

**Program Reviewed:** Bachelor of Arts - English

**Year in which the review process was completed and name of the External Reviewer:** June 2009  
This program was reviewed by Dr. Dolan Hubbard, Chair, Department of English and Language Arts, Morgan State University

Submitted by:



---

Charles Williams, Ph.D.  
Vice President for Academic Affairs

**UNIVERSITY OF MARYLAND EASTERN SHORE  
SCHOOL OF THE ARTS AND PROFESSIONS  
ENGLISH AND MODERN LANGUAGES**

**PROGRAM REVIEW 2009  
EXTERNAL REVIEWER SUMMARY**

**MISSION**

The mission of the Department of English and Modern Languages is to provide service courses for the various departments; to prepare teachers of English for middle and secondary schools; to prepare individuals for graduate schools, professional schools, and career opportunities; and to provide outreach services for surrounding schools and communities.

**Five Year Enrollment and Degree Data**

	<b>2003-4</b>	<b>2004-5</b>	<b>2005-6</b>	<b>2006-7</b>	<b>2007-8</b>
Enrollment	145	152	169	187	216
Graduates	28	19	35	18	27

**OVERVIEW**

The School of the Arts and Professions intends to review each of its programs in an on-going cycle. These periodic reviews enable the School to update its curriculum and address any problems that may occur or have occurred. Since the primary emphasis of the English and Modern Languages Department is on improving student learning and performance, the process must be continuous. Further, the awareness of the accountability of programs in meeting the changing needs of students, faculty, staff and the external publics of the School will be enhanced by the review process.

**GOALS**

- To strengthen programs
- To evaluate and improve student learning, achievement and performance
- To improve the preparation of students

**OBJECTIVES**

- To provide opportunities for students to develop facility in communicative skills: reading writing, speaking and listening
- To provide opportunities for students to speak and write a foreign language effectively
- To provide opportunities for students to understand, interpret, and analyze literary material;

- To provide opportunities for graduate study and professional careers
- To prepare students for teaching middle and secondary school English

### **Summary of Internal and External Reviews:**

External Review Recommendations: From the end of the Twentieth century to the dawn of the Twenty-first century, UMES has added 17 new degree-granting programs to its academic roster; thus, English and Modern Languages—one of the most established degree programs at UMES—must reposition itself to meet the needs of an increasingly diverse student body and an emerging regional University whose academic portfolio is changing to meet the needs of Marylanders in the global community. Review of the Department of English and Modern Languages documents, plus interviews with selected members of faculty and students, resulted in the following findings and recommendations that are interrelated:

### **Program Strengths:**

1. Small but dedicated core faculty that willingly goes the extra mile to help students fulfill their dreams.
2. Freshman English and the Writing Program: an intergenerational UMES legacy that has prepared successful students to succeed in their respective majors and to take their rightful place in the Global Community.
3. Recognition of diversity and multiculturalism among students from the Black Diaspora in a nurturing environment where difference is appreciated.

### **Specific Recommendations from the External Examiner**

1. The Department should advertise tenure-track positions in major professional publications in a timely manner and, thereby, competes for the strongest candidates.
2. The University should offer competitive salaries in order to attract strong candidates and hire faculty with terminal degrees in the cognate areas of English and Modern Languages studies.
3. The Department is facing the severest economic downturn since the Great Depression and should not increase significantly the enrollment of General Education classes that will undermine its success in strengthening the writing and oral communication skills of its students.
4. The Department should adopt a uniform policy for the standardization of the syllabus—a template that applies to all courses taught in the department.
5. The Department should enter into joint programs and/or establishes interdisciplinary relations with other campus units along with the addition of UMES' new degree-granting programs that will open new vistas of learning in the digital age.

6. The Department should develop a majors and minors handbook.
7. The Department should adopt major author courses (or course rotation) on writers such as Frederick Douglass, W.E.B. DuBois, Langston Hughes, Zora Neale Hurston, Nicolás Guillén, Léopold Sédar Senghor, Aimé Césaire, Chinua Achebe, Derek Walcott, Toni Morrison, Paule Marshall, August Wilson, etc.
8. The Department, in collaboration with the University Librarian should strengthen library holdings to meet the needs of students in a diverse community in general and in the African Diaspora in particular.
9. The Department should meet the students where they are in the use of technology to promote visual literacy, teaching in an interactive environment, and use the technology to illuminate some of the great themes in literature and to examine some of the micro- and macro-issues in the polyglot global community.
10. The Department should develop an Exit Questionnaire for graduating seniors, including post-baccalaureate plans for graduate and/or first professional degree and amount of fellowship.
11. The Chairperson should insure that the material on the syllabus is covered during the semester, thereby promoting uniformity in the material that is covered in each class to reduce the discrepancy of the learning experience, and outcomes assessment.

#### **A) Department's Response/Plan for Addressing Recommendations**

1. Tenure Track position advertisements were done during the 2008-2009 academic year and resulted in the hiring of two lecturers and one assistant professor of English with a Ph.D. in the field.
2. The Tenure Track and Lecturer advertisements resulted in the hiring of two instructors and one assistant professor.
3. The Department has limited enrollment to 25 in all classes.
4. Currently there is a standardized syllabus for English 101 and 102. The Department will review them for the coming academic year, and work on English 305 and 203. These are the only courses where this is necessary.
5. The Department has established learning communities which will be interdisciplinary for the academic year 2009-2010, and the English and Modern Languages Department will participate.
6. The Department faculty will have a majors and minors handbook ready by the spring semester of 2010.
7. The Department offers a special topics course which the instructor can use to focus on selected writers in the African Diaspora. The Interim Chair also teaches this course.
8. The Department has submitted an extensive list of books and periodicals to the university library in 2009, most of which relate to the African Diaspora.
9. The University has spent considerable time and money to retool Wilson Hall to make it technologically efficient. Most of the instructors' offices were moved so that the technology laboratories could be installed. Therefore, we have many classroom computer laboratories for English and Telecommunications as well as televisions, disc players, and a television studio.

10. An exit questionnaire for graduating seniors is a great suggestion, and we will have one ready for the mid-winter 2009 class.
11. A syllabus review will be a function of the faculty and chair. A committee for Freshman English and Sophomore English will be appointed.

**B) Mechanisms for following up and Assessing Progress:**

The Department of English and Modern Languages will convene a committee of full time faculty in the spring semester of 2010 to assess the progress that the department has made toward the recommendations of the departmental review.